



Senate

General Assembly

File No. 540

January Session, 2017

Substitute Senate Bill No. 1026

Senate, April 11, 2017

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist. and SEN. BOUCHER of the 26th Dist., Chairpersons of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING REVISIONS TO THE HIGH SCHOOL GRADUATION REQUIREMENTS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-221a of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2017*):

3 (a) For classes graduating from 1988 to 2003, inclusive, no local or
4 regional board of education shall permit any student to graduate from
5 high school or grant a diploma to any student who has not
6 satisfactorily completed a minimum of twenty credits, not fewer than
7 four of which shall be in English, not fewer than three in mathematics,
8 not fewer than three in social studies, not fewer than two in science,
9 not fewer than one in the arts or vocational education and not fewer
10 than one in physical education.

11 (b) For classes graduating from 2004 to [2020] 2022, inclusive, no
12 local or regional board of education shall permit any student to

13 graduate from high school or grant a diploma to any student who has
14 not satisfactorily completed a minimum of twenty credits, not fewer
15 than four of which shall be in English, not fewer than three in
16 mathematics, not fewer than three in social studies, including at least a
17 one-half credit course on civics and American government, not fewer
18 than two in science, not fewer than one in the arts or vocational
19 education and not fewer than one in physical education.

20 [(c) Commencing with classes graduating in 2021, and for each
21 graduating class thereafter, no local or regional board of education
22 shall permit any student to graduate from high school or grant a
23 diploma to any student who has not satisfactorily completed (1) a
24 minimum of twenty-five credits, including not fewer than: (A) Nine
25 credits in the humanities, including not fewer than (i) four credits in
26 English, including composition; (ii) three credits in social studies,
27 including at least one credit in American history and at least one-half
28 credit in civics and American government; (iii) one credit in fine arts;
29 and (iv) one credit in a humanities elective; (B) eight credits in science,
30 technology, engineering and mathematics, including not fewer than (i)
31 four credits in mathematics, including algebra I, geometry and algebra
32 II or probability and statistics; (ii) three credits in science, including at
33 least one credit in life science and at least one credit in physical science;
34 and (iii) one credit in a science, technology, engineering and
35 mathematics elective; (C) three and one-half credits in career and life
36 skills, including not fewer than (i) one credit in physical education; (ii)
37 one-half credit in health and safety education, as described in section
38 10-16b; and (iii) two credits in career and life skills electives, such as
39 career and technical education, English as a second language,
40 community service, personal finance, public speaking and nutrition
41 and physical activity; (D) two credits in world languages, subject to the
42 provisions of subsection (g) of this section; and (E) a one credit senior
43 demonstration project or its equivalent, as approved by the State Board
44 of Education; and (2) end of the school year examinations for the
45 following courses: (A) Algebra I, (B) geometry, (C) biology, (D)
46 American history, and (E) grade ten English.]

47 (c) Commencing with classes graduating in 2023, and for each
48 graduating class thereafter, no local or regional board of education
49 shall permit any student to graduate from high school or grant a
50 diploma to any student who has not satisfactorily completed a
51 minimum of twenty-five credits, including not fewer than: (1) Nine
52 credits in the humanities, including civics and the arts; (2) nine credits
53 in science, technology, engineering and mathematics; (3) one credit in
54 physical education and wellness; (4) one credit in world languages,
55 subject to the provisions of subsection (g) of this section; and (5) a one
56 credit mastery-based diploma assessment.

57 (d) Commencing with classes graduating in [2021] 2023, and for
58 each graduating class thereafter, local and regional boards of education
59 shall provide adequate student support and remedial services for
60 students beginning in grade seven. Such student support and remedial
61 services shall provide alternate means for a student to complete any of
62 the high school graduation requirements [or end of the school year
63 examinations] described in subsection (c) of this section, if such
64 student is unable to satisfactorily complete any of the required courses
65 or exams. Such student support and remedial services shall include,
66 but not be limited to, (1) allowing students to retake courses in
67 summer school or through an on-line course; (2) allowing students to
68 enroll in a class offered at a constituent unit of the state system of
69 higher education, as defined in section 10a-1, pursuant to subdivision
70 (4) of subsection (g) of this section; (3) allowing students who received
71 a failing score, as determined by the Commissioner of Education, on an
72 end of the school year exam to take an alternate form of the exam; and
73 (4) allowing those students whose individualized education programs
74 state that such students are eligible for an alternate assessment to
75 demonstrate competency on any of the five core courses through
76 success on such alternate assessment.

77 (e) Any student who presents a certificate from a physician or
78 advanced practice registered nurse stating that, in the opinion of the
79 physician or advanced practice registered nurse, participation in
80 physical education is medically contraindicated because of the physical

81 condition of such student, shall be excused from the physical
82 education requirement, provided the credit for physical education may
83 be fulfilled by an elective.

84 (f) Determination of eligible credits shall be at the discretion of the
85 local or regional board of education, provided the primary focus of the
86 curriculum of eligible credits corresponds directly to the subject matter
87 of the specified course requirements. The local or regional board of
88 education may permit a student to graduate during a period of
89 expulsion pursuant to section 10-233d, if the board determines the
90 student has satisfactorily completed the necessary credits pursuant to
91 this section. The requirements of this section shall apply to any student
92 requiring special education pursuant to section 10-76a, except when
93 the planning and placement team for such student determines the
94 requirement not to be appropriate. For purposes of this section, a
95 credit shall consist of not less than the equivalent of a forty-minute
96 class period for each school day of a school year except for a credit or
97 part of a credit toward high school graduation earned (1) at an
98 institution accredited by the Board of Regents for Higher Education or
99 Office of Higher Education or regionally accredited, (2) through on-
100 line coursework that is in accordance with a policy adopted pursuant
101 to subsection (g) of this section, or (3) through a demonstration of
102 mastery based on competency and performance standards, in
103 accordance with guidelines adopted by the State Board of Education.

104 (g) Only courses taken in grades nine to twelve, inclusive, and that
105 are in accordance with the state-wide subject matter content standards,
106 adopted by the State Board of Education pursuant to section 10-4, as
107 amended by this act, shall satisfy the graduation requirements set forth
108 in this section, except that a local or regional board of education may
109 grant a student credit (1) toward meeting the high school graduation
110 requirements upon the successful demonstration of mastery of the
111 subject matter content described in this section achieved through
112 educational experiences and opportunities that provide flexible and
113 multiple pathways to learning, including cross-curricular graduation
114 requirements, career and technical education, virtual learning, work-

115 based learning, service learning, dual enrollment and early college,
116 courses taken in middle school, internships and student-designed
117 independent studies, provided such demonstration of mastery is in
118 accordance with such state-wide subject matter content standards; (2)
119 toward meeting a specified course requirement upon the successful
120 completion in grade seven or eight of any course, the primary focus of
121 which corresponds directly to the subject matter of a specified course
122 requirement in grades nine to twelve, inclusive; [(2)] (3) toward
123 meeting the high school graduation requirement upon the successful
124 completion of a world language course (A) in grade six, seven or eight,
125 (B) through on-line coursework, or (C) offered privately through a
126 nonprofit provider, provided such student achieves a passing grade on
127 an examination prescribed, within available appropriations, by the
128 Commissioner of Education and such credits do not exceed four; [(3)]
129 (4) toward meeting the high school graduation requirement upon
130 achievement of a passing grade on a subject area proficiency
131 examination identified and approved, within available appropriations,
132 by the Commissioner of Education, regardless of the number of hours
133 the student spent in a public school classroom learning such subject
134 matter; [(4)] (5) toward meeting the high school graduation
135 requirement upon the successful completion of coursework during the
136 school year or summer months at an institution accredited by the
137 Board of Regents for Higher Education or Office of Higher Education
138 or regionally accredited. One three-credit semester course, or its
139 equivalent, at such an institution shall equal one-half credit for
140 purposes of this section; [(5)] (6) toward meeting the high school
141 graduation requirement upon the successful completion of on-line
142 coursework, provided the local or regional board of education has
143 adopted a policy in accordance with this subdivision for the granting
144 of credit for on-line coursework. Such a policy shall ensure, at a
145 minimum, that (A) the workload required by the on-line course is
146 equivalent to that of a similar course taught in a traditional classroom
147 setting, (B) the content is rigorous and aligned with curriculum
148 guidelines approved by the State Board of Education, where
149 appropriate, (C) the course engages students and has interactive

150 components, which may include, but are not limited to, required
151 interactions between students and their teachers, participation in on-
152 line demonstrations, discussion boards or virtual labs, (D) the program
153 of instruction for such on-line coursework is planned, ongoing and
154 systematic, and (E) the courses are (i) taught by teachers who are
155 certified in the state or another state and have received training on
156 teaching in an on-line environment, or (ii) offered by institutions of
157 higher education that are accredited by the Board of Regents for
158 Higher Education or Office of Higher Education or regionally
159 accredited; or [(6)] (Z) toward meeting the high school graduation
160 requirement upon the successful completion of the academic
161 advancement program, pursuant to section 10-5c.

162 (h) A local or regional board of education may offer one-half credit
163 in community service which, if satisfactorily completed, shall qualify
164 for high school graduation credit pursuant to this section, provided
165 such community service is supervised by a certified school
166 administrator or teacher and consists of not less than fifty hours of
167 actual service that may be performed at times when school is not
168 regularly in session and not less than ten hours of related classroom
169 instruction. For purposes of this section, community service does not
170 include partisan political activities. The State Board of Education shall
171 assist local and regional boards of education in meeting the
172 requirements of this section. The State Board of Education shall award
173 a community service recognition award to any student who
174 satisfactorily completes fifty hours or more of community service in
175 accordance with the provisions of this subsection.

176 (i) (1) A local or regional board of education may award a diploma
177 to a veteran, as defined in subsection (a) of section 27-103, of World
178 War II or the Korean hostilities, as described in section 51-49h, or of the
179 Vietnam Era, as defined in subsection (a) of section 27-103, who
180 withdrew from high school prior to graduation in order to serve in the
181 armed forces of the United States and did not receive a diploma as a
182 consequence of such service.

183 (2) A local or regional board of education may award a diploma to
184 any person who (A) withdrew from high school prior to graduation to
185 work in a job that assisted the war effort during World War II,
186 December 7, 1941, to December 31, 1946, inclusive, (B) did not receive a
187 diploma as a consequence of such work, and (C) has been a resident of
188 the state for at least fifty consecutive years.

189 (j) For the school year commencing July 1, 2012, and each school
190 year thereafter, each local and regional board of education shall create
191 a student success plan for each student enrolled in a public school,
192 beginning in grade six. Such student success plan shall include a
193 student's career and academic choices in grades six to twelve,
194 inclusive.

195 Sec. 2. Subsection (a) of section 10-4 of the general statutes is
196 repealed and the following is substituted in lieu thereof (*Effective July*
197 *1, 2017*):

198 (a) Said board shall have general supervision and control of the
199 educational interests of the state, which interests shall include
200 preschool, elementary and secondary education, special education,
201 vocational education and adult education; shall provide leadership
202 and otherwise promote the improvement of education in the state,
203 including research, planning and evaluation and services relating to
204 the provision and use of educational technology, including
205 telecommunications, by school districts; shall adopt state-wide subject
206 matter content standards, provided such standards are reviewed and
207 revised at least once every ten years; shall prepare such courses of
208 study and publish such curriculum guides including recommendations
209 for textbooks, materials, instructional technological resources and
210 other teaching aids as it determines are necessary to assist school
211 districts to carry out the duties prescribed by law; shall conduct
212 workshops and related activities, including programs of intergroup
213 relations training, to assist teachers in making effective use of such
214 curriculum materials and in improving their proficiency in meeting the
215 diverse needs and interests of pupils; shall keep informed as to the

216 condition, progress and needs of the schools in the state; and shall
217 develop or cause to be developed evaluation and assessment programs
218 designed to measure objectively the adequacy and efficacy of the
219 educational programs offered by public schools and shall selectively
220 conduct such assessment programs annually and report, pursuant to
221 subsection (b) of this section, to the joint standing committee of the
222 General Assembly having cognizance of matters relating to education,
223 on an annual basis.

224 Sec. 3. Section 10-5e of the general statutes is repealed. (*Effective July*
225 *1, 2017*)

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2017</i>	10-221a
Sec. 2	<i>July 1, 2017</i>	10-4(a)
Sec. 3	<i>July 1, 2017</i>	Repealer section

Statement of Legislative Commissioners:

In Section 1(c), "mastery based" was changed to "mastery-based" for consistency with standard drafting conventions, and the subparagraph designators were replaced with subdivision designators for proper form; in Section 1(d), brackets were inserted around "or end of the school year examinations" to conform with the changes being made in the section; and Section 3 was added to conform with the changes being made in Section 1.

ED *Joint Favorable Subst. -LCO*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 18 \$ - FY 19 \$
Education, Dept.	GF - Delays Cost	Up to 3.4 million - 6 million

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 18 \$ - FY 19 \$
Various Local and Regional School Districts	Delays Cost	Up to 3.5 million - 5.5 million statewide

Explanation

The bill delays, by two years, implementation of the scheduled changes to the state's high school graduation requirements. This will result in a significant delay in costs to local and regional school districts. It is anticipated that local and regional school districts would have incurred costs ranging from \$14 million to \$21 million (statewide) to implement the expanded high school graduation requirements. However, it is estimated that up to 75% of districts have already implemented the requirements, so the delay in costs will be to the remaining 25%.

The delay of graduation requirement changes will result in a delay in costs to the State Department of Education (SDE). It is anticipated that SDE would have incurred costs ranging from \$3.4 million to \$6 million to develop the model curriculum and prepare local and regional school districts for the change in curriculum. These costs will be delayed for two years.

The bill also results in a potential savings to various districts by: 1) postponing by two years the beginning of required remedial services for grades seven through 12 and 2) specifying that high school courses must meet statewide subject matter standards to fulfill graduation requirements and allowing mastery-based courses to satisfy these requirements. The scope of the delay in costs will be dependent upon how districts are currently implementing these requirements, if at all. By delaying the various provisions, districts could postpone hiring additional teachers, at an average salary (in FY 16) of approximately \$73,837. The delay in costs will vary by district.

The Out Years

There are no savings in the out years associated with the graduation requirement changes, as the delay is only for two years.

OLR Bill Analysis**sSB 1026*****AN ACT CONCERNING REVISIONS TO THE HIGH SCHOOL GRADUATION REQUIREMENTS.*****SUMMARY**

This bill extends the current graduation requirements, which require that students earn at least 20 credits to graduate, for another two school years. Therefore, heightened graduation requirements that require students to earn 25 credits would take effect with the freshman class beginning in the 2019-20 school year instead of in the 2017-18 school year. The bill also makes changes to the heightened requirements established in current law and allows graduation requirements to be met through successful demonstration of subject matter content mastery achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning.

The bill also does the following:

1. postpones by two years the beginning of required remedial services for grades seven through 12 (instead beginning with classes graduating high school in 2023),
2. specifies that high school courses must meet statewide subject matter standards to fulfill graduation requirements and allows mastery-based courses to satisfy these requirements; and
3. requires the State Board of Education to adopt statewide subject matter content standards that are reviewed and revised at least every 10 years.

EFFECTIVE DATE: July 1, 2017

HEIGHTENED GRADUATION REQUIREMENTS

The bill makes the following changes to the heightened requirements established in current law:

1. increases the minimum science, technology, engineering, and mathematics credits from eight to nine;
2. reduces the minimum career and life skills credits from three-and-a-half to one;
3. reduces the minimum world language requirement from two credits to one;
4. adds a one-credit, mastery-based diploma assessment, rather than a senior demonstration project; and
5. removes end-of-year exams for certain math, history, science, and English courses.

Table 1 below compares the heightened graduation requirements in current law set to take effect with the freshman class entering high school in 2017-18 with the heightened requirements under the bill set to take effect two years later.

Table 1: Comparison of Heightened Graduation Requirements

<i>Heightened Graduation Requirements in Current Law (CGS § 10-221a)</i>	<i>Heightened Graduation Requirements under the Bill</i>
Humanities: at least nine credits, including: <ul style="list-style-type: none"> • at least four in English, including composition; • at least three in social studies, including one in American history and at least one-half credit in civics and American government; • at least one credit in fine arts; and • at least one credit in an elective 	Humanities: nine credits, including civics and the arts
Science, technology, engineering, and mathematics: at least eight credits, including: <ul style="list-style-type: none"> • at least four credits in mathematics, including algebra I, geometry, and algebra II or probability and statistics; • at least three credits in science, including at least one 	Science, technology, engineering, and mathematics: nine credits

credit in life science and one in physical science; and <ul style="list-style-type: none"> at least one credit in a science, technology, engineering, and mathematics elective 	
Career and life skills: at least three-and-a-half credits, including: <ul style="list-style-type: none"> at least one credit in physical education; and at least two credits in career and life skills electives, such as career and technical education, personal finance, and public speaking 	Physical education and wellness: one credit
World languages: at least two credits	World languages: one credit
Senior demonstration project: one credit	Mastery-based diploma assessment: one credit
End of school year examinations in algebra I, geometry, biology, American history, and grade 10 English	N/A

SUBJECT MATTER CONTENT MASTERY

Under the bill, students may fulfill high school graduation requirements through successful demonstration of subject matter content mastery achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning. These pathways include

1. cross-curricular graduation requirements,
2. career and technical education,
3. virtual learning,
4. work-based learning,
5. service learning,
6. dual enrollment and early college,
7. courses taken in middle school,
8. internships, and
9. student-designed independent studies.

The bill specifies that (1) a local or regional board of education determines whether to grant academic credit for demonstration of mastery through these pathways and (2) demonstration of mastery must be in accordance with statewide subject matter content standards.

COMMITTEE ACTION

Education Committee

Joint Favorable

Yea 36 Nay 0 (03/22/2017)